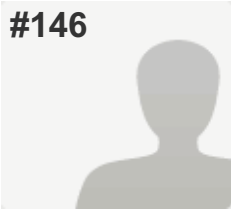


#146

**COMPLETE****Collector:** Web Link 1 (Web Link)**Started:** Wednesday, June 08, 2016 9:18:36 AM**Last Modified:** Friday, August 26, 2016 10:03:33 AM**Time Spent:** Over a month**IP Address:** 66.172.245.74

## PAGE 2

<b>Q1: Name of School District:</b>	West Monona CSD
<b>Q2: Name of Superintendent</b>	Lyle Schwartz
<b>Q3: Person Completing this Report</b>	Mary Black

## PAGE 3

**Q4: 1a.Local TLC Goal**

Attract and retain effective teachers, including mentoring and induction programs, and instructional and peer coaches support to implement effective strategies from district initiatives. Mentor teachers and peer teachers will be models of research based practice and provide additional support to all teachers.

**Q5: 1b. To what extent has this goalbeen met?**

(no label)

Mostly Met

**Q6: 1c. Description of Results Including Short and Long-Term Measures (limited to 3000 characters)**

Teachers on initial licenses were involved in mentoring with their mentors through the NWAEA this year. We lost 2 teachers out of 12, one 1st year teacher chose to move closer to home and the 2nd year teacher wanted to be in one classroom, rather than 2 separate buildings for art. Our retention rate was 83%. 2 teachers who are new to the district have chosen to stay, too. Our overall retention rate would be 86%. Mentor teachers met with the staff members to update them on initiatives and provide individual professional to implement strategies. The coaches met with them to provide support and feedback.

**Q7: 2a.Local TLC Goal**

Provide professional development that enhances instructional practices and develops teachers through reflective collaboration.

**Q8: 2b. To what extent has this goalbeen met?**

(no label)

Mostly Met

**Q9: 2c. Description of Results Including Short and Long-Term Measures (limited to 3000 characters)**

100% of teachers, PK-12, were involved in collaborative reflection throughout the year. The Middle School and High School used Authentic Intellectual Work to reflect and collaborate on instructional strategies, through teacher lesson plans and student work. 100% of the elementary teachers observed other model classrooms in literacy strategies, behaviors, and skills. The coaches provided guided reflection toward implementation of the workshop framework. The elementary also collaborated during intervention meetings for multi-tiered system of support to address students' needs and growth. Agendas were used for the intervention meetings. Collaboration time is tracked through a google doc, which the teachers have asked for revision to make it more user friendly. Coaches used explicit instruction lesson plans provided by the teachers to provide feedback and reflection. Observing teachers also used the plan to guide their discussions toward future implementation. The TLC team lead the observations, collaboration, and discussions.

100% of elementary teachers were observed by the Instructional Coach and Peer Coach throughout the year, and provided feedback of the strategies that have been part of professional development, including explicit instruction and gradual release of responsibility strategies. A pre-observation meeting was held prior to the observations and feedback was provided during and after the observations. The coaches also modeled strategies when necessary. Agendas, observation forms, lesson plans, and student work are part of the artifacts collected during this time.

Over 20 MS/HS teachers were observed using academic engagement monitoring form, engagement rate form, classroom walkthroughs focusing on relevance, instruction, rigor, environment, and culture. A peer observation form was also used.

Agendas were used by all elementary teachers during grade level collaboration, intervention meetings, professional development, grade level and content areas. The agendas included the focus of meeting, action plans and who's responsible for each part of the plan. 340 responses were recorded in the google survey to track collaboration of staff members during the year. MS/HS teachers used agendas at all collaboration meetings focusing on meeting norms, students of concern, areas of concern and intra-departmental issues.

88% of the MS/HS responded confidently regarding the AIW task scoring professional development. 91% of elementary teachers rated professional development for the 2015-16 school year positively, citing collaboration and differentiation of sessions as the highlights of the year. Professional development was lead by the teacher leaders throughout the year. District wide survey results included these responses:

-90% of staff agreed that coaches led PD

-59% of staff had a coach visit their classroom and provide feedback

-86% of staff reported that the coach developed and/or shared resources with them that aligned with PD

The teachers also made suggestions such as continued differentiation and providing a map/syllabus for the year, so teachers know and can be more prepared for their sessions. They would also like a different way to track collaboration hours.

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**Q10: 3a. Local TLC Goal**

Reward professional growth and leadership with increased compensation and enhanced career outlook.

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**Q11: 3b. To what extent has this goal been met?**

(no label)

Mostly Met

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**Q12: 3c. Description of Results Including Short and Long-Term Measures (limited to 3000 characters)**

All teachers who were selected to the TLC team received increased compensation. Teachers were selected in the spring of 2015. 15 teachers were hired for the TLC team, 2 instructional coaches, 2 peer coaches, 8 lead teachers and 3 mentor teachers. One lead teacher resigned during the summer of 2015, but we did not fill her position. The concern was that the funding would be less for the 2016-17 school year due to open enrollments to other districts. Their career outlook has enhanced due to the fact that their responsibilities have increased. Coaches and lead teachers are going for additional training in areas needed to increase their knowledge, such as comprehensive literacy model, AIW, competency based education, ethics for educators, KU writing strategies and more during the 2016-17 school year.

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**Q13: 4a. Local TLC Goal**

Improve student engagement and achievement through improved instruction with the assistance of the instructional and peer coaches using Authentic Intellectual Work, Partnerships of Comprehensive Literacy, Instructional Practices Inventory, Positive Behavior Intervention Supports.

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**Q14: 4b. To what extent has this goal been met?**

(no label)

Somewhat Met

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**Q15: 4c. Description of Results Including Short and Long-Term Measures (limited to 3000 characters)**

Reflecting on the trend line data using the 2016 Iowa Assessments, West Monona showed growth in reading using peer group data: Elementary in third and fifth grades, Middle School sixth and seventh grade improved or remained the same, and High School ninth and tenth grades. Mathematics peer group growth showed Elementary third grade, Middle School sixth grade and High School ninth through eleventh grades improved or remained the same. Science peer group growth revealed the Elementary third and fifth, Middle School sixth, and High School ninth grade. The average growth on the K-5 Reading Assessment wall by grade level was 27%.

The IPI data collected on student engagement at levels 5 and 6 grew at all levels:

MS/HS grew from 25% to 32%.

Elementary grew from 24% to 29.5%.

ICDP of the TLC team encompassed the Annual Measureable Objectives (AMO) on individual basis to improve student achievement and engagement. The teacher leaders focused on strategies that supported the district initiatives such as AIW, PBIS, infusion of technology, student engagement, and Partnerships in Comprehensive Literacy.

West Monona's graduation rate in 2014 was 100%, 2015 was 92.3%, and 2016 is unavailable. We hope to see a trend increasing to 100% as we continue with TLC.

We will continue to collect PBIS data to see the impact from TLC with a decrease in the number of office discipline referrals. The elementary PBIS data remained steady, comparing 2014-15 to 2015-16. We had 86.72% of students with 0-1 office discipline referrals (ODRs) during 14-15 and 87.62% in 15-16. 9.04% of student received 2-5 office ODRs during 14-15 and 7.12% in 2015-16. 2014-15 saw 4.24% of students receive 6+ ODRs, while 2015-16 had 5.26% students with 6+ ODRs. We will continue to use this to monitor student engagement and fewer student with 2-5, 6+ ODRs over the course of the school year. The 2015-16 school year was the fourth year of implementation for Middle School and year two for High School. Both the Middle School and High School revised and concentrated focus this year to the acronym PRIDE for positive, respectful, involved, determined and excellence. Tier 2 was implemented for the first time this year at the High School and they used a "stock market" approach to their acknowledgement system. With a lot of hard work and dedicated staff input this was a very successful approach to the high school PBIS program. Fidelity of data was a strong second semester focus with the end of the year seeing much improvement in that. The Middle School focused on a streamlining of the acknowledgement system with timely delivering of earned acknowledgements both class and school wide. Check in Check Out (CICO) was also a strong program in the Middle School this year with graduates from the program and an ongoing effort to build in a sustaining program for those graduates.

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**PAGE 4: Put any goals you wish to report on, but do not directly align with state TLC goals, on this page.**

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**Q16: 5a. Local TLC Goal**

The TLC team will build relationships and be accepted by the teachers as models/collaborators to provide support and feedback.

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**Q17: 5b. To what extent has this goal been met?**

(no label)

Mostly Met

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**Q18: 5c. Description of Results Including Short and Long-Term Measures (limited to 3000 characters)**

Teacher TLC Survey Statistics

86% of teachers feel collaborators are not evaluators.

80% of teachers reflect on practice.

76% of teachers have improved the way they teach based on interventions.

80% of teachers try new ideas.

88% of teachers continued changes that were initiated.

86% of teachers developed a deep understanding of the content.

76% of teachers feel that student engagement level improved in the Instructional Practice Inventory categories of levels 5 (Student learning conversations & cooperative learning) and 6 (project based learning, etc).

**Q19: 6a. Local TLC Goal**

*Respondent skipped this question*

**Q20: 6b. To what extent has this goal been met?**

*Respondent skipped this question*

**Q21: 6c. Description of Results Including Short and Long-Term Measures (limited to 3000 characters)**

*Respondent skipped this question*

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**Q22: 7. Based on the results of your data analysis, what adjustments might you consider TLC implementation. (Please note this is not an official plan change). If you would like more information on how to submit an official plan change please use this link or contact Becky Slater.**

We want to increase usage of the TLC team by other teachers, at all levels.

We would like to see more model classrooms in the lower elementary. We are sending a teacher to UNI for Comprehensive Literacy Model coach training. She will be working with a kindergarten teacher in implementing the workshop model.

The mentor teacher role needs to expand. We have done well with teachers on initial license using the NWAEA "Journey to Excellence" and we need to increase support for the new teachers to the district who are not on the initial license.

We need to review the measures we are using for each of our goals and adjust for the 2016-17 school year.

**Q23: 8. Please share anecdotal evidence/stories that demonstrate how the implementation of TLC has impacted your district.**

These are comments from our TLC teacher survey:

1. She has helped me through conversations concerning problem solving and new ideas for my classroom.
2. My 1st year mentor has helped me with any questions I have had. She helped me with issues I have.
3. Cherri has helped me acquire some supplies for the greenhouse and Heather watched one of my students and provided me with data.
4. coached me with technology; provided emotional support; provided collaboration for lessons;
5. Given me a voice, collaborated, provided feedback, provided instructional ideas and materials, held meeting to assist my needs, checks on me frequently
6. Through professional development and individual discussions, mentor teachers have helped me personally plan new ways to present lessons to improve student engagement.

## Impact of TLC Plan - 2015-2016

**Q24: Please check each of the following boxes, indicating your agreement to continue to meet these requirements:**

Minimum Salary – The school district will have a minimum salary of \$33,500 for all full-time teachers.

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Selection Committee – The selection process for teacher leadership roles will include a selection committee that includes teachers and administrators who shall accept and review applications for assignment or reassignment to a teacher leadership role and shall make recommendations regarding the applications to the superintendent of the school district.

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Teacher Leader Percentage – The district will demonstrate a good-faith effort to attain participation by 25 percent of the teacher workforce in teacher leadership roles beyond the initial and career teacher levels.

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Teacher Compensation – A teacher employed in a school district shall not receive less compensation in that district than the teacher received in the school year preceding implementation of the district's TLC plan.

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Applicability – The framework or comparable system shall be applicable to teachers in every attendance center operated by the school district.